



PROGRESS OUTCOME 1

Vacuum cleaners

Annotation

Leo and Malachi's responses show that they:

- can identify digital devices and explain what makes them digital
- know that digital devices are created by people for particular purposes
- have some understanding of the role digital devices play in our everyday lives.

Background

The students have been learning to identify digital devices that they use in their everyday lives. They understand that all these digital devices have been designed and made by humans for a particular purpose.

Task

As a starter, students play a memory game in pairs. They match the digital version of a device with a version that is not digital. For example, they pair an email with a letter in an envelope, and a smartphone with a landline phone.

Following the game, the class discusses the difference it makes when a device is digital. They also identify other digital devices they can think of.

In pairs, students choose a pair of devices, digital and non-digital, either from the memory cards or of their own choice. They are asked to explain the differences between the devices, why one is digital and the other is not, and what the impact of these differences has on everyday lives.

Students can take photos of devices, draw them, or find images on the Internet.

Student response

Leo and Malachi work with Ms Wilson to find images of a vacuum cleaner and a robot vacuum cleaner. They discuss the differences between the digital and non-digital devices and present their findings to the class.



Leo: *This vacuum cleaner doesn't have a memory. You can't make it do anything different, or work on its own. When you use it you can't be anywhere else. It makes your back hurt.*



Malachi: *The robot vacuum cleaner follows the instructions it's been given. These instructions are stored in its memory and can be changed to do something different. You can go away and do other jobs or relax.*